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ABSTRACT

Synopses are presented of nine recent reports on educational reform in the United States: (1) "Who Will Teach Our Children?"; (2) "What Works: Research About Teaching and Learning"; (3) "Tomorrow's Teachers: A Report of the Holmes Group"; (4) "A Nation Prepared: Teachers for the 21st Century"; (5) "What Next? More Leverage for Teachers"; (6) "Transforming the State Role in Undergraduate Education"; (7) "Time for Results: The Governors' 1991 Report on Education"; (8) "First Lessons: A Report on Elementary Education in America"; and (9) "College: The Undergraduate Experience in America." The document discusses points of agreement and discord and briefly summarizes some of the major points and/or recommendations of each of the nine studies reviewed. Information on ordering the complete reports is appended, and some further studies are cited. (JD)

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The Next Wave

A Synopsis of Recent Education Reform Reports

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The Next Wave

A Synopsis of Recent Education Reform Reports

by Joslyn Green

February 1987

No. TR-87-1

Education Commission of the States
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The Education Commission of the States is a nonprofit, nationwide compact formed in 1965 to help governors, state legislators, state education officials and others develop policies to improve the quality of education. Forty-eight states, the District of Columbia, American Samoa, Puerto Rico and the Virgin Islands are members. The ECS central offices are at 1860 Lincoln Street, Suite 300, Denver, Colorado 80295. The Washington office is in the Hall of the States, 444 North Capitol Street, N.W., Suite 248, Washington, D.C. 20001.

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Summary of Common Points

All or most of the recent reports agree that:

1. Progress has been made in improving education, but a second round of reforms is needed to prepare students better for a changing society and to address omissions in initial reform efforts.

2. Teaching should become a profession, or at least more like a profession.

3. Education policy must enable learning to occur by improving the conditions for learning and teaching.

4. There is cause for optimism that education can be improved because educators know what needs to be done.

5. Other things — attitudes, climate, relationships, community support — are as important as money.

6. Real reform is local, because the act of learning is ultimately an individual act.

7. More collaboration is needed, both within the education establishment and beyond to include parents, legislators, governors and the community as a whole.

8. Education must take new steps to address the unique needs of minorities.

The reports left several points unresolved, pointing to areas where agreement is difficult to obtain:

1. Many of the recent reform studies call for more confidence in teachers, principals, schools and districts, but recommend that states be ready to intervene when efforts miss the mark.

2. Educators need assistance in doing things in new ways that take time to show results, the reports acknowledge; but at the same time, they call for immediate assessment and fail to delineate who should judge results or how and when they should be measured.

3. Calls for leadership by governors, boards, legislators or others create questions of who should do what and conflict with the desire for more collaboration among education constituents and groups outside education.

Introduction

In 1983, report after report from diverse national commissions called for reforms in the nation's schools to stem what was described as a "rising tide of mediocrity." What followed was extraordinary and somewhat surprising. The reports were put to use; virtually every state took steps to raise standards and make other improvements suggested by the commissions.

After three years, interest in education reform remains high and a second generation of reports has developed. Issued by groups of comparable stature, the recent reports differ in tone from their predecessors and suggest new strategies for improving what happens in the classroom.

They address more complex issues, including some important aspects of schooling that were overlooked earlier, such as the need for students to be creative as well as competent in the basic skills.

Earlier reports paid little attention to the 27% of students who drop out of school and disconnect in some way from society. More recent reformers, however, acknowledge that schools must make special efforts to help these students become informed, concerned citizens as well.

While earlier reports expounded the belief that teachers must improve, new reform calls recognize that improvement means more than better tactics for recruiting teacher candidates. Schools and schools of education must be more closely connected, and teachers must be educated differently.

Perhaps most importantly, however, the individual school is the focus of the second wave of reform. While previous reports called for leadership, it was generally at the state level; now the cry is for local involvement and reforms that improve what happens in the classroom itself.

A report from the Committee for Economic Development set the tone for these latest proposals. ***Investing in Our Children: Business and the Public Schools*** called for a "bottom-up strategy" that views the school as the place for improvement. The report noted: "Our central concern is with the instructional process and the interaction between student and teachers."

From several dozen recent reports, the Education Commission of the States (ECS) chose to review nine, all published between November 1985 and early 1987 and all considered nationally significant. Those reports include: ***Who Will Teach Our Children?,*** California Commission on the Teaching Profession; ***What Works: Research About Teaching and Learning,*** U.S. Department of Education; ***Tomorrow's Teachers: A Report to the Holmes Group,*** the Holmes Group; ***A Nation Prepared: Teachers for the 21st Century,*** the Carnegie Forum on Education and the Economy, Task Force on Teaching as a Profession; ***What Next? More Leverage for Teachers,*** Education Commission of the States (ECS); ***Transforming the State Role in Undergraduate Education,*** ECS Working Party on Effective State Action To Improve Undergraduate Education; ***Time for Results: The Governors' 1991 Report on Education,*** National Governors' Association task forces; ***First Lessons: A Report on Elementary Education in America,*** U.S. Secretary of Education William J. Bennett; ***College: The Undergraduate Experience in America,*** Ernest L. Boyer.

Although the groups that issued the reports differed in composition and purpose, they shared many common concerns, similarities that may offer the most promising grounds for true change. Several areas continue to provide grounds for disagreement, however, and form the basis for future debate.

This report discusses those points of agreement and discord and briefly summarizes some of the major points and/or recommendations of each of the nine studies reviewed.

Points of Agreement

Education reform during the past year has proved, once again, to be an umbrella ample enough to cover the efforts of divergent groups making quite various points about a number of different concerns. That points of agreement surface in reports ostensibly different in purpose as, say, ***What Works*** and ***Time for Results*** testifies to the existence of a consensus that could motivate significant shifts in policy.

For each of the eight points discussed here, there is solid support in most, if not all, of the recent national reports on education.

1. Previous reforms have made progress in improving education, but the second round of reforms must continue to prepare students better for a changing society and address omissions in initial efforts. Many reports of the past year acknowledge the impact of the reforms that began in 1983. Many of them recognize the actions

of governors and state legislatures in particular, applauding the interest that these policy makers have taken in education, though not necessarily every measure that interest generated.

But for reasons that are often similar, recent reports argue that reform must continue. The economic rationale advanced during the first round of reform continues to be cited. Challenged by stiff international competition, the United States risks economic disaster unless education does a better job of preparing students to work in a society that must depend more and more on brain power, less and less on muscle.

Another rationale, standard in discussions of reform, is that now is the time to correct errors and omissions in early formulations of problems. The pivotal part teachers play in improving education has received too little attention, say the California commission, the Holmes Group, the Carnegie Forum, the Education Commission of the States (ECS) and the National Governors' Association (NGA), for example. The part parents play has been overlooked, say the federal reports and one of the NGA task forces. Changing conditions only in high schools is insufficient because early education sets the stage for all that follows, say Secretary of Education William J. Bennett and the NGA task force on readiness, and because the continuum of change must extend to undergraduate education, say ECS, Ernest L. Boyer and the Holmes Group.

A third frequently cited reason not to accept the status quo is that reforms to date have been of the wrong sort. They have addressed matters too remote, both from the classroom, say the reports on teaching, and from the American people, says the U.S. Department of Education (ED). They have been too sweeping and too mechanistic a response to the delicate human circumstances that produce learning.

2. Teaching should become a profession, or at least more like a profession. One of the many signs of intense interest in improving the circumstances of teachers and teaching is the attention that empowering teachers receives in Bennett's ***First Lessons.*** For this report, unlike many others of the past year, does not have teaching as its central topic. Yet even here, in the midst of a far broader examination of elementary education, Bennett makes a statement that could have come from any of half a dozen other recent reports: "Teachers should be assisted to become the professionals they want to be."

Agreement is fairly general about what must be done to make teaching more like a profession:

- **Teachers must be better trained.** Whether a teaching degree should be a graduate degree with the undergraduate education major abolished is debated, but not the more general point that the training of teachers must be improved. Suggestions for improvement cluster around solidifying the general education of teachers, tying schools of education more tightly to elementary and secondary schools and opening training up to persons, such as liberal arts graduates, who enter teaching through alternate routes.

- **There must be new entrance standards and procedures.** Most convincingly argued in the Carnegie Forum report but supported in many others is the idea that establishing

"high standards for what teachers need to know and be able to do" is essential to the credibility and effectiveness of a new profession.

The Carnegie report recommends establishing a National Board for Professional Teaching Standards. The Holmes Group "commits itself to develop and administer a series of Professional Teacher Examinations that provide a responsible basis for decisions on entry to the profession." The California commission calls for the creation of a California Teaching Standards Board that would set and enforce professional standards. Clearly, no consensus has yet been reached about precise mechanisms for regulating entry into teaching. But there is consensus that new and better procedures must be created.

■ **Making teaching a profession means augmenting teachers' rights and responsibilities.** ***First Lessons*** talks of empowerment; ***What Next?*** talks of leveraging the talent of teachers. The Carnegie Forum proposes that "lead teachers" have some say about the conditions outside the classroom that affect teaching and learning. Here, too, there is agreement on ends but not on means. In ways not yet determined, the vast bureaucratic heap that puts teachers at the bottom must make way for one that allows teachers to exercise more professional judgment.

■ **College teaching should be improved for everyone's sake.** One link between the reports on undergraduate education and other recent reports is, of course, a shared interest in improving the education of future teachers. But college teaching, in general, is receiving some of the same scrutiny as school teaching. The ECS and Boyer reports deplore the current emphasis on research credentials as a criterion for promotion, arguing that good teaching deserves recognition. College needs to be a more invigorating intellectual experience — for the sake of the schools and of all the social, political and economic enterprises that depend on the skills of college graduates. Only vigorous teaching can make college that kind of experience.

3. Education policy must enable learning to occur by improving the conditions for learning and teaching. The tendency has been — and probably will be — to presume that recent reports call for incentives instead of regulation. In neither case is that quite accurate. For it implies simply a shift of emphasis, from one type of fairly standard policy to another, rather than a subtler but more potent shift. What the reports actually suggest is that the sort of policy needed now cannot directly cause change but it can, and should, establish the preconditions for change.

"Laying down standards and judging whether people meet them is an awful lot easier than somehow ensuring that people reach the standards we think are important," points out a contributor to ***What Next?*** But the "somehow ensuring," difficult as it may be, is what interests many reformers. Theodore R. Sizer, Brown University professor and chairman of A Study of High Schools, sums up the new mood this way:

> Until we improve the conditions for learning — the conditions therefore for teaching — we are not going to have significant school reform. To do that . . . will require lots of trial and error and the minds and energy of the most experienced people in the state. A wise state finds those people and backs them.

Corroboration for much the same point, this time in connection with higher education, comes from the ECS report on undergraduate education. Says New Jersey Governor Thomas H. Kean in the foreword, ". . . we cannot legislate excellence in higher education, but . . . political and education leaders can together create a climate that nurtures excellence."

4. There is cause for optimism that education can be improved because educators know what needs to be done. Beneath the diversity of recent reports is a shared conviction that improving education is possible, not in the abstract but in the schools and colleges themselves; there is a good sense of what needs to be done. The Holmes Group knows there are better ways to train teachers. Boyer says an "integrated core," an "enriched major" and conforming campus life to overall college goals would deepen the undergraduate experience. The Carnegie Forum task force argues that sensible, reasonably administered standards for teachers would help teaching become more of a profession. The federal reports say that children whose parents encourage them to read will read more and better, and that schools that set fair, firm discipline policies enable more learning to take place.

The feeling conveyed by recent reports is one of optimism. The reports address serious problems, but they spend less time delineating the problems and more time proposing solutions than previous reports. Optimism and the sense that now is not the time for educators to castigate themselves for what they don't know but, instead, the time to start using what they do know are among the qualities that most clearly distinguish recent reports from those of 1983.

5. Other things — attitudes, climate, relationships, community support — are as important as money. "Money Isn't the Only Thing" is the title of a very short section of ***What Next?*** — short because the contributors to that report discuss nonfinancial aspects of teaching at much greater length and with far stronger conviction than salaries. Many other reports similarly concentrate on matters that may, indeed, have financial implications (higher salaries for teachers is a fairly frequent refrain, for example) but are not, in essence, financial matters. Readers familiar with the Carnegie Forum report only from its treatment in the media may have the impression that the report makes markedly higher salaries for teachers its primary recommendation. That impression is false. For the linchpin of the report's plan for professionalizing teaching is not higher salaries but a national system of professional standards.

In addition, recent reports pay very little attention to specialized programs that attracted great enthusiasm in the 1960s and 1970s. Instead, they emphasize changing procedures, attitudes, relationships and the overall climate in education policy in ways that acknowledge the human side of institutions. Boyer calls for colleges to refresh their commitment to individuality and community. The ECS undergraduate report argues that the joint interests of states and higher education are best served by collaboration, not confrontation. The federal reports urge that educators use what they already know about good practice in education to improve teaching.

The Holmes Group is deeply interested in what teachers need to know, and how they can acquire that knowledge; the California commission report and ***What Next?*** try to define the circumstances in which teachers' knowledge can be used to best advantage. The governors, who know first-hand the many conflicting pressures on state budgets, offer "to forge a powerful compact with educators that will change the way American schools work in order to get results."

Changing the way schools work is a tall order. It is not an order that money alone can fill.

6. Real reform is local, because the act of learning is ultimately an individual act. There is much that can be done "at home" to improve education, says Bennett. "I for one am confident that the American people are ready, willing and able to improve their schools, and to assist their children to learn," he writes in ***What Works,*** which substantiates the federal government's commitment to step aside from leading reform and instead leave it in the hands of schools and districts and states.

The California commission notes that "Californians" must be the ones to address the issues that face the state's schools. It "views local discretion as a particularly important element in many of the recommendations. Real improvement will be noticed as change takes place at the school level. . . ." Local initiatives are the only ways to get constituents to support change, adds a contributor to ***What Next?***

7. More collaboration is needed, both within the education establishment and beyond to include parents, legislators, governors and the community as a whole. "The politics of education involve a number of constituent groups who have the power to veto change but do not have the power to produce change," points out a contributor to ***What Next?*** as he makes the case for collaboration in education reform.

For that very reason, there is always a case for collaboration, of teachers with principals, school boards with superintendents, legislators with universities, and so on up and down the line. The ECS and Boyer reports discuss the need to improve communication between high schools and colleges and to mesh strategies. "Incorporate the improvement of undergraduate education into comprehensive state strategies for excellence in education," is, for example, one of five recommendations made by ECS. Recent reports also acknowledge that collaboration needs to spread far beyond interest groups to society at large.

One indication that collaboration already has spread is the very existence of the NGA report. Transportation, social services, the economy and a great many other matters clamor for the attention of governors. That they were willing to serve on the task forces that produced ***Time for Results*** shows the importance they attach to education and the importance it has to the public that elects them.

Bennett suggests explicit ways that the "community of adults" can come to the aid of children in elementary schools. The term is his. But the conviction that education will be

what social consensus wants it to be is broadly shared. Each report in its own way acknowledges the importance of agreement and tries to nudge consensus along.

8. Education must take new steps to address the unique needs of minorities. Members of minority groups drop out of school at higher rates than majority members. Minority enrollments are rising, but the number of minority teachers is falling. The percentage of minority students who attend college is slipping; so is the percentage of minorities who graduate.

Those are some of the facts to which recent reports respond. The standard approach, used by the Carnegie Forum and other groups, is to devote special attention to the difficulties minorities face and make special recommendations. The assumption is that education reform will not sufficiently improve the situation of minorities unless it includes specific steps that address their unique needs.

Carnegie, for example, recommends a partnership of government, the private sector, the minority community and the schools to ensure that more minorities enter teaching. These groups, it says, should work together to increase outreach programs, help Black institutions of higher education prepare students for graduate professional education in teaching and encourage the federal government to provide fellowships to minorities who enroll in teacher education programs. ECS's undergraduate report notes simply that rates of college participation and completion "are simply not good enough," especially among minorities; colleges must help students raise their aspirations and acquire the knowledge and skills they need to make the most of opportunities.

Unresolved Issues

In the midst of fairly general agreement on major points, some contradictions surface in recent reports on education. Ideas or attitudes within a single report jostle each other. Contradictions arise between one report and the next.

The unsettled points are, for now, less significant than the points of agreement. For, if deeds follow words — if reform is the result of calls for reform — the basis for action is most apt to be consensus, not contention. But the unsettled points do merit some consideration. They point to difficulties that could loom larger, eventually requiring strenuous new efforts to forge consensus.

The purpose of the discussion that follows is not to single out relatively insignificant discrepancies. For one thing, there are a great many minor discrepancies in reports as diverse as those that have appeared this past year. For another, it ultimately matters less that, for example, the Carnegie Forum sets a top salary for teachers at $72,000 a year whereas the

California commission's scale goes only to $68,000 than that both groups propose significantly higher salaries for teachers. The Holmes Group proposes to abolish an undergraduate education major that other groups cherish, but even that disagreement, although less minor, is about means, not ends. There is consensus that the preparation of teachers must improve, if not about the best ways to improve it.

However, three much larger unsettled — and unsettling — points arise in comparing the reports:

1. Hope versus fear. Many of the reports call for more confidence in teachers, principals, schools and districts, but recommend that states be ready to intervene when efforts miss the mark.

Recent reports have much to say about the benefits of decentralizing some decisions about education, of giving teachers more ways to develop and exercise professional judgment, of recognizing that education does not improve by government decree. But the belief that all involved will do his or her best is dampened when calls for greater autonomy for teachers, principals, schools or districts are accompanied by threats to limit autonomy.

The confidence that measures to decentralize will work conflicts with the fear that they will fail. That conflict sometimes produces statements or recommendations that undercut each other in mood and spirit. The concern is that measures proposed with such ambivalence will be greeted with a comparable ambivalence and that the result will be inertia instead of progress.

Take, for example, the report of the NGA Task Force on Teaching. Nine out of 10 recommendations indicate confidence. "Listen to teachers, principals, board members and others," states one recommendation. "Recognize outstanding teaching," states another. Then comes: "Establish a state intervention procedure for cases of education bankruptcy." The text makes clear that this recommendation is driven by fear: "Such a process would guarantee the safety of the system under the relaxation of specific controls and regulations that we propose elsewhere in this report."

The confidence and the fear both may be justified because what will happen if teachers and others in the education system gain greater autonomy is, in fact, unsettled.

2. Helping versus judging. Educators need assistance in doing things in new ways that take time to show results, the reports say, but they call for assessing efforts immediately. Like the contradiction between trusting and fearing, the conflict between helping and judging demonstrates an ambivalence of mood or attitude. But confusion is evident on another level as well. When reform reports juxtapose suggestions for helping with measures for judging, they collapse a two-stage process into a single stage. What otherwise would be a reasonable sequence — first helping teachers or principals do new things in new ways, and then evaluating how well those methods worked — is truncated by the assumption that helping and judging should happen simultaneously.

The governors, for example, are offering to help and want "to forge a powerful compact with educators." They also want to judge results, very promptly. Governors will, they say, "regulate less if schools and school districts will produce better results."

The issue of assessment in particular — of who should judge results, and how, and when — remains unsettled, as it has for a number of years. To say that it still is unresolved is not to say that recent reports fail to raise it. All the reports on undergraduate education talk about assessment, and an interest in assessment shadows discussions of new standards for teachers, educational bankruptcy and other aspects of reports on K–12 education. But resolving the issue will take a consensus on the purposes and means of assessment that has not yet been reached.

3. Leadership versus collaboration. Calls for leadership by governors, boards, legislators or institutions create questions of who should do what and conflict with the desire for more collaboration among education constituents.

Complicating the prospects for reforming undergraduate education, for example, is a tangle of responsibilities for leadership that recent reports have not managed to sort out. Should governors and legislators and state coordinating boards lead that reform? Should leadership instead come from within institutions? Those points remain unsettled. The problem of who should do what is central to the politics of education, as it is to politics in general. The problem may be obscured, but it is not eliminated when reports simply call for "leadership" and "collaboration" without venturing to answer the very real questions that realignments in education inevitably raise.

The Individual Reports

California Commission Sounds Universal Themes

Sacramento, California, November 1985—The report of the California Commission on the Teaching Profession, although designed for California, sounds themes that most subsequent reports echo. The group, which began work in 1984, consisted of 17 citizens appointed by Assembly Education Committee Chairwoman Teresa Hughes, Superintendent of Public Instruction Bill Honig and Senate Education Committee Chairman Gary Hart. Funded by a $400,000 grant from the William and Flora Hewlett Foundation, the commission sponsored seven hearings and commissioned 17 research papers from national experts.

Teaching should become more of a profession, the commission says in ***Who Will Teach Our Children?*** To do that, it recommends that the state take three steps: restructure the career of teaching and establish rigorous professional standards, redesign the school to be more productive and recruit capable men and women to teaching. Under those categories,

the commission makes 27 recommendations it believes will answer the question of what it will take to "attract, train and retain enough good people in teaching."

Those suggestions include:

- Establish a new system of setting and enforcing professional standards
- Deregulate and change the training of teachers so some of it takes place in the schools
- Redesign the process for granting tenure
- Give teachers career options and sabbaticals
- Reduce class sizes and provide sufficient classroom space and instructional materials
- Intervene in schools that are "at risk"
- Define the role of the principal
- Involve teachers in decision making
- Make beginning teacher salaries competitive with other professions and restore lost purchasing power for career teachers
- Recruit minority teacher prospects at the high school level and offer additional service-payback fellowships to prospective teachers

The California report is in several ways more thorough than many later reports. Each recommendation specifies which groups should act on it and carries an estimation of costs and savings. It takes care to point out that many of the suggestions entail little or no cost and that reallocation of revenues can finance much of the program.

Department of Education Popularizes Research

Washington, D.C., January 1986 — "Armed with good information, the American people can be trusted to fix their own schools," says U.S. Secretary of Education William J. Bennett in the preface to ***What Works: Research About Teaching and Learning.*** The purpose of the booklet, which was prepared by Assistant Secretary for Research and Improvement Chester E. Finn Jr. and 59 staff members, is to supply the public with that "good information."

The booklet takes an entirely different approach than other reports. Free of charge, it is directed at a mass audience and most specifically at any adult who has a child (or niece, neighbor, etc.) in school or about to enter. It is filled with, as Bennett puts it, evidence that "confirms common sense." Divided into three sections — "Home," "Classroom" and "School" — ***What Works*** is organized to give readers a research finding, followed by comments, then references to supporting research.

Some examples:

■ "Parents are their children's first and most influential teachers," the research finding, is followed by advice to parents to talk, read and listen to their children, monitor television watching, discuss school events and provide a place for studying.

■ "Children in early grades learn mathematics more effectively when they use physical objects in their lessons" includes tips to teachers on how they can incorporate poker chips and other inexpensive or homemade materials in their lessons.

■ "Successful principals establish policies that create an orderly environment and support effective instruction" is augmented with instructions to encourage new ideas, develop community support for the school, make sure time is available to learn and visibly and actively support learning.

"The book does not make a particular point," says Finn in his introduction, "beyond the straightforward one that education is susceptible both to being understood and to being improved." One point it does make, however, is that it is "the American people" (who received 300,000 copies of the booklet in its first six months of distribution) who will improve education, not the federal government.

Holmes Group Urges Teacher Education Changes

East Lansing, Michigan, April 1986 — "We have decided that we must work for the changes we believe to be right, rather than those we know can succeed," say members of the Holmes Group in ***Tomorrow's Teachers: A Report of the Holmes Group.*** The committee, made up of deans of education and chief academic officers from Michigan State, Columbia, Berkeley and other research universities, takes its name from Henry W. Holmes, Harvard Graduate School of Education dean in the 1920s. Holmes urged "a more serious conception of the place of the teacher in the life of the nation."

The group's activities, chaired by Judith E. Lanier, dean of the Michigan State University College of Education, have been supported financially by the Johnson and Ford foundations, the Carnegie Corporation, ED (under former Secretary Terrel H. Bell) and participating institutions of higher education.

What resulted from the group's two years of meetings and discussions is a report that acknowledges the complexities of change and puts forth some controversial recommendations that reflect the group's makeup. For example, the report urges the abolition of the undergraduate education major, which most new teachers acquire, not at research institutions but at those that offer only an undergraduate degree.

Tomorrow's Teachers is unusual in that it addresses problems that confront its members, rather than society as a whole. It also seeks to attract adherents to its points of view in the hopes of building a consortium that can carry out the reforms called for in the report.

The report lists five goals and suggestions for meeting them:

1. To make the education of teachers intellectually more solid

- A graduate professional program in education
- Linking subject-matter knowledge to teaching
- Integrating the clinical part of teacher education with research on professional practice

2. To recognize differences in knowledge, skill and commitment among teachers

- A three-level structure for the profession that would include a career professional teacher who would assume responsibility at the school level, a professional teacher who would be fully autonomous in the classroom and an instructor who would teach under a career professional

3. To create relevant and defensible standards of entry into the profession of teaching

- Requiring students admitted to teacher education to demonstrate basic mastery of writing and speaking and, prior to a clinical internship, pass an examination in the subject they will teach

4. To connect schools of education with schools

- Partnerships between university faculty and practicing teachers and administrators

5. To make schools better places for practicing teachers to work and learn

- Changing the structure of schools by developing exemplary models for new divisions of authority among teachers and administrators

Carnegie Group Proposes Grand Plan

Washington, D.C., May 1986 — A powerful group with substantial backing, the Carnegie Corporation's Task Force on Teaching as a Profession has produced a report that is being widely discussed within the education establishment. ***A Nation Prepared: Teachers for the 21st Century*** is an ambitious and well-organized attempt to carry reform forward from the 1983 reports.

Members of the task force, which was chaired by Lewis M. Branscomb, chief scientist and vice president of IBM, included, among others, a governor (Thomas H. Kean of New Jersey), an ex-governor (James B. Hunt Jr. of North Carolina), an outspoken state superintendent (Honig of California) and heads of both major teachers' unions (Albert Shanker of the American Federation of Teachers [AFT] and Mary Futrell of the National Education Association [NEA]). Futrell makes a "Statement of Support with Reservations"

at the end of the report; Shanker counters with a "Statement of Support." But both nonetheless participated in the task force, one sign that teachers' unions may be looking to broaden their role in the politics of education.*

The Carnegie report, technically an activity of the Carnegie Forum on Education and the Economy, places itself in the tradition of earlier reports by linking the need for better education to economics. The argument is that economic success "depends on achieving far more demanding educational standards than we have ever attempted to reach before" and ". . . in creating a profession equal to the task — a profession of well-educated teachers prepared to assume new powers and responsibilities to redesign schools for the future." Starting from those premises, the task force developed a plan.

The task force calls for sweeping changes in education policy to:

- Create a National Board for Professional Teaching Standards to determine what teachers need to know and be able to do
- Restructure schools to provide a professional environment for teaching, allowing them to decide how to meet goals for children
- Restructure the teaching force and introduce "lead teachers" with the ability to help redesign the schools and help their colleagues uphold high standards
- Require a bachelor's degree in the arts and sciences as a prerequisite for studying education
- Develop a new professional curriculum in graduate schools of education leading to a Master in Teaching degree
- Mobilize the nation's resources to prepare minority youngsters for teaching careers
- Relate incentives for teachers to student performance
- Make teachers' salaries and career opportunities competitive with other professions

Some elements of the plan have been hotly debated, such as raising top teachers' salaries to $72,000, and others, while controversial, are being adopted. A major effort to create the national board is under way, for example, with a Carnegie grant and the formation of a large, powerful advisory group chaired by Hunt. Carnegie, however, insists the plan must be taken as a whole in order to succeed.

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*The AFT's Task Force on the Future of Education released a report in May 1986, ***The Revolution that is Overdue,*** that closely parallels the Carnegie report. AFT members voted to support that report at their annual meeting in the summer.

The NEA issued a related report, ***The Learning Workplace: The Conditions and Resources of Teaching,*** in April 1986.

Teachers Need More Leverage, Experts Say

Denver, Colorado, July 1986 — Asked what direction state policy makers should take next, 14 experts who have spent their professional lives studying education agreed: Though recent state reforms evidence a commendable concern for education, it's time to shift gears. It's time to empower the people who do the work. That means it's time to redefine the teaching profession and to think about state education policy in a new way.

What Next? More Leverage for Teachers, published by ECS, is introduced by Kean who, as chairman of the commission in 1985–86, made the condition of teaching a priority. A collation of comments made by scholars who were interviewed separately, the booklet does not present a particular political position. But it does demonstrate a high level of intellectual agreement. The ideas that the experts express individually have a lot in common, and they are the ideas that, in general, motivate many other recent reports.

A strong point of the booklet is that the experts do not speak in muted committee language and do not pull their punches. However, they represent only themselves, not a configuration of interests or a group that can back up words with action.

Many of the ***What Next?*** experts contributed to the preparation of other reports. Bernard Gifford, for example, is on the executive board of the Holmes Group; Gary Sykes wrote the California commission's report; Lee Shulman and Sykes are lead researchers for the Carnegie project to establish professional standards for teachers; Marc Tucker is executive director of the Carnegie forum. A close look at the people behind other reports would produce comparable illustrations of groupings and regroupings within some fairly constant larger group of education activists.

Although they run the gamut of education interests, the experts interviewed agree on numerous points:

- Current policies may not work if they fail to consider the human side of institutions, if they centralize or decentralize irresponsibly and if they are too specific or piecemeal.
- Redefining the teaching profession includes restructuring how teachers learn to be teachers, improving working conditions and making teaching more like a profession.
- Other things, such as giving teachers control over time and materials, are more important than money in reforming education.

Spotlight Shifts to Undergraduate Education

Denver, Colorado, July 1986 — "We recognize that undergraduate education is just as important as the public school to the strength and quality of our society," says Kean. He established the ECS Working Party on Effective State Action To Improve Undergraduate Education, which prepared ***Transforming the State Role in Undergraduate Education.***

The 21 members of the working party, drawn from higher education and state politics, take as their central point one that the Holmes Group dealt a glancing blow — that current practice in undergraduate education and the educational needs of the nation are mismatched. The particular concerns were to focus attention on undergraduate education and to advocate that states and institutions of higher education work together for improvement. "We cannot expect undergraduate education to respond to that need [for improvement] if it is left totally alone," Kean states in the foreword, a premise that guides the rest of the report.

Addressed first are eight challenges facing undergraduate education, including meeting "the educational needs of an increasingly diverse student population" and improving "assessment of student and institutional performance." The report concludes with 22 recommendations, some directly related to the challenges and some not, grouped into five very general "strategies."

The strategies and recommendations include:

1. Place challenges facing undergraduate education on the public agenda

- Improve public awareness of the importance of undergraduate education
- Sponsor statewide forums about undergraduate education and consult faculty on key issues

2. Incorporate the improvement of undergraduate education into comprehensive state strategies for excellence in education

- Inform students of new or revised admission standards and give them time to meet those standards
- Consider establishing "early assessment" programs and encourage educational alternatives for 16-year-olds

3. Enable colleges and universities to improve undergraduate education

- Delegate responsibility to institutional leaders
- Evaluate state policies on higher education for their potential impact on undergraduate education

4. Allocate resources to colleges and universities in ways that create a positive environment for change

- Give institutions financial and management flexibility and eliminate negative incentives
- Curb the expansion of student indebtedness

5. Encourage the use of multiple methods of assessment

- Encourage each institution to develop its own "indicators of effectiveness" in undergraduate education

Governors Say They Want To Lead

Washington, D.C., August 1986— At the annual NGA meeting, the governors released ***Time for Results: The Governors' 1991 Report on Education.*** Lamar Alexander, governor of Tennessee and 1985–86 NGA chairman, established task forces, each made up of and chaired by governors, to study seven current issues in education. ***Time for Results*** contains the reports of those task forces and a strongly worded "Chairman's Summary" by Alexander.

Although each task force issued recommendations of some sort, the governors as a group neither have accepted nor rejected those recommendations. As Alexander explains in his summary, "Each report reflects the views of the governors who served on that task force." This limits the influence of particular recommendations. But that governors formed task forces on education, held hearings and prepared reports has great force. These activities demonstrate their sense that education is now a high-priority issue for states. Why? Jobs, says Alexander. "More than anything, it is the threat to the jobs of the people who elect us."

Searching for a common thread in a fairly loose-knit document, Alexander says that governors "are ready for some old-fashioned horse-trading. We'll regulate less, if schools and school districts will produce better results." That sentiment is not always apparent in task force recommendations, some of which propose further regulation or direct state involvement. ("Intervention by the state in districts and schools where there is a lack of progress over time" is proposed by the task force on parent involvement and choice, for example.)

Recommendations of each task force include:

Task Force on Teaching

- Make teachers' work environment professional, including "reasonable" salaries and "a real voice in decision"
- Get cooperation from parents and other citizens in doing things that support a child's education, such as reading and controlling television watching

Task Force on Leadership and Management

- Match state-sponsored educational training and certification requirements to the skills principals need to be effective
- Provide incentives and technical assistance to districts to promote school-site management and school renewal
- Develop a system to evaluate principals accurately and to reward principals and schools for performing effectively

Task Force on Parent Involvement and Choice

- Permit families to select from schools in their state and allow high school juniors and seniors to attend accredited public postsecondary institutions with tax funds
- Encourage and help school districts develop more effective parent involvement techniques
- Remind parents they can improve their children's achievement by working closely with the school

Task Force on Readiness

- Develop initiatives to help at-risk preschool children become ready for schools such as in-home aid, information on parenting practices and better day care programs
- Assure that at-risk children and youth meet educational standards from school entry through graduation with such initiatives as incentives, technical assistance and training for teachers in effective school procedures, rewarding schools for progress in educating all children and establishing home/school programs so parents can assist teachers

Task Force on Technology

- Support demonstrations that include waiving state regulations if necessary to document what is cost effective and efficient
- Support and sponsor research in education technologies
- Support and encourage school districts to develop plans for using technologies and to provide training for teachers

Task Force on School Facilities

- Focus "community education" initiatives on the shared use of facilities by such groups as day care providers
- Help school districts develop shared-use and year-round school calendars
- Restore school buildings whose maintenance and safety improvements have been deferred

Task Force on College Quality

- Develop a clearly defined institutional mission
- Develop rigorous, systematic programs to evaluate the quality of student learning, academic programs and curricula

Elementary Schools Could Be Better, Bennett Says

Washington, D.C., September 1986 — Although elementary education is "in pretty good shape," according to Bennett, "it will need to be better in the years ahead because

we depend so much on it." That and the fact that there have been no major national reports on the condition of elementary education since 1953 are the reasons he gives for assembling an Elementary Study Group in 1985 and issuing ***First Lessons: A Report on Elementary Education in America*** a year later.

First Lessons bears a strong family resemblance to ***What Works*** in its assumption that the condition of education requires a cultural response, not an institutional one. The audience ***First Lessons*** addresses is the same general audience ***What Works*** addresses, for reasons that ***First Lessons*** makes explicit. Says Bennett in his introduction, "Children do not just 'grow up.' They must be **raised** by the community of adults — all adults. The community should accept as its solemn responsibility — as a covenant — the nurture, care and education of the coming generation."

As U.S. secretary of education, Bennett is, of course, no random member of that community of adults. But his stance in ***First Lessons*** is that he is offering his personal views, not the official views of the head of a large federal agency. What Bennett writes is not — and cannot be — read as if he were John Doe, but the pose allows an earnest, personal tone.

The elementary curriculum, the topic treated at greatest length in ***First Lessons,*** has received little explicit attention in most recent calls for reform. So in saying, for example, that "the elementary school must assume as its sublime and most solemn responsibility the task of teaching every child in it to read," Bennett is on his own. Characteristic of him, and well-argued in ***First Lessons,*** is the case for strengthening the "implicit" curriculum as well, the one that develops character and morality. In discussing school policy, for example, Bennett covers topics he often addresses in other forums: drugs and discipline. One of his strongest academic positions is to oppose social promotion: ". . . passing children from grade to grade does them no favor. Rather, it is an injustice whose cost will be borne by the child."

Bennett's strong feelings about what an elementary education should be are evident from the first pages of the report:

- The principal goals of elementary education are to build a foundation for further education, for citizenship and entry into adulthood.
- Parents have the central role in children's education.
- Teachers should be enabled to become professionals, based on demonstrated knowledge.
- The principalship should be deregulated to allow people from other fields to enter.
- Elementary schools need more learning time.
- The elementary school curriculum must include reading, writing, science, math, social studies, art, computers, health and physical education. Every school should have a library.

Boyer Finds College "A House Divided"

Princeton, New Jersey, January 1987 — According to Ernest L. Boyer, author of ***College: The Undergraduate Experience in America,*** ". . . the undergraduate college, the very heart of higher learning, is a troubled institution." Conflicting priorities and competing interests, he says, have produced eight points of tension: "the transition from school to college, the goals and curriculum of education, the priorities of the faculty, the condition of teaching and learning, the quality of campus life, the governing of the college, measuring the outcome and the connection between the campus and the world."

Underlying those tensions is one other, says Boyer: the tension between individuality and community. Both can be accommodated and should be, he concludes. In the meantime, current practice leaves much to be desired.

Boyer, president of the Carnegie Foundation for the Advancement of Teaching, describes ***College*** as a companion piece to ***High School: A Report on Secondary Education in America*** (1983), which the foundation also sponsored. Like ***High School, College*** is an ambitious undertaking. From site visits to 29 institutions of higher education (public and private), a variety of special surveys and other research has come a lengthy examination of diverse facets of the undergraduate experience in the 1980s.

Some of the report's recommendations concern the academic program. For example, Boyer suggests an approach to general education that he terms the "integrated core," a coherent program of study that presents students with essential knowledge and a sense of connections across disciplines. He further proposes an "enriched major" that allows students to explore a field in depth and also to see that field in perspective. Because the scope of ***College*** is quite broad, though, it also contains recommendations about such matters as orienting freshmen and life in the dormitories.

Where other reports might recapitulate recommendations, ***College*** offers an epilogue called "A Guide to a Good College," in which recommendations take the form of "questions to be asked of individual institutions." Though the purpose of the report is to suggest some well-argued and coherent answers to those questions, its real premise is that "the time has come for the college to renew itself. . . ."

Boyer's recommendations include:

- Colleges should maintain high academic goals with proficiency in English the first requirement for students.
- The academic life of the college should focus on language, art, heritage, institutions, nature, work and identity (the search for meaning).
- Incentives are needed to help college teachers develop new ideas and improve their skills.
- All colleges should have a grant program for faculty research.

- The undergraduate college should work closely with surrounding school and community libraries to strengthen library holdings and provide training for school and community librarians.
- Intercollegiate sports should be reorganized to serve the students, not the schools.
- Every student should complete a service project as part of his/her college experience.

Prospects for New Policy

In the preface to ***A Nation Prepared,*** Lewis M. Branscomb, IBM vice president and chairman of the Carnegie Task Force on Teaching as a Profession, points out that a 1910 report by Abraham Flexner "transformed medical practice in the United States by insisting on rigorous professional preparation of physicians." Branscomb concludes, "We are confident that improvements in the preparation of teachers and the conditions under which they labor will prove as significant to the country and its children." The hope that Branscomb leaves unstated — that ***A Nation Prepared*** will have the beneficial effect on education policy that the Flexner report had on medicine — is a hope shared by most writers of reports on education reform.

It may well be, though, that the relationship between reports and reform is never really one of direct cause and effect. Even in the case of the highly influential Flexner report,

the verdict of history has been that report and reform were in fact both the result of a slow-gathering but irreversible trend. "Long thought to have originated the reorganization of medical training that occurred in the United States during the early decades of the 20th century, this report more recently has been shown to have supported and accelerated a trend it did not itself begin."*

Will the trends underlying recent education reports prove as irreversible as the trend to strengthen medical education proved earlier in the century? Will teaching become more of a profession? Will the next decade bring the reinvigoration of undergraduate education? Will American society as a whole insist that students learn more?

Time and money largely will determine the answers to these questions. Many of the reforms urged by the first round of reports are still on the table in some states, as yet unfunded. Education must tangle with other interests — transportation, prisons, health care — in the battle for financial support. Current revenue forecasts are on the down side in certain areas of the nation because of slumps in the energy and farm economies. With money the bottom line, education reforms that carry a high price tag, such as substantially higher teacher salaries, could be a long way off.

However, education may not fare as bad as might be expected because the momentum is with reform. After all, few expected the interest in reform to last this long, and it has shown few signs of ebbing. As long as education reform is tied closely to economic development — and the second wave of reports has continued this trend — the pressure to make substantive changes will not go away. The nation is too committed at this point to regaining its place as a leader in the world economy, and education has a major role in making that a reality.

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*Ellen Condliffe Lagemann, ***Private Power for the Public Good: A History of the Carnegie Foundation for the Advancement of Teaching*** (Middletown, Conn.: Wesleyan University Press, 1983), p. 59.

Appendix A
How To Order These Reports

Who Will Teach Our Children?

Sacramento: California Commission on the Teaching Profession, November 1985.

Prepared by: A 17-member group sponsored by California legislators Teresa Hughes and Gary Hart and Superintendent of Public Instruction Bill Honig. Chaired by Donald I. Commons; executive director, Linda Bond.

Order from: Commission on the Teaching Profession, 1010 Eleventh Street, Suite 205, Sacramento, California 95814 ..... $6.10

What Works: Research About Teaching and Learning

Washington, D.C.: U.S. Department of Education, January 1986.

Prepared by: Chester E. Finn Jr., assistant secretary for research.

Order from: Consumer Information Center, Pueblo, Colorado 81009 ..... Free

Tomorrow's Teachers: A Report of The Holmes Group
Lansing, Michigan: The Holmes Group Inc., April 1986.

Prepared by: A group of deans of schools of education at major research universities, chaired by Judith E. Lanier, dean of the College of Education at Michigan State University.

Order from: The Holmes Group Inc., 501 Erickson Hall, East Lansing, Michigan 48824-1034 ..... $6.50

A Nation Prepared: Teachers for the 21st Century
Washington, D.C.: Carnegie Forum on Education and the Economy, May 1986.

Prepared by: Task Force on Teaching as a Profession, Lewis M. Branscomb, chairman.

Order from: Carnegie Forum on Education and the Economy, P.O. Box 157, Hyattsville, Maryland 20781 ..... $9.95

What Next? More Leverage for Teachers?
Denver: Education Commission of the States, July 1986.

Based on: Interviews with Ernest Boyer, Diane Ravitch, Theodore Sizer, Marc Tucker and 10 other national experts on education.

Order from: ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295 ..... $12.50

Transforming the State Role in Undergraduate Education
Denver: Education Commission of the States, July 1986.

Prepared by: Working Party on Effective State Action To Improve Undergraduate Education (21 members), chaired by Thomas H. Kean, governor of New Jersey and 1985–86 ECS chairman.

Order from: ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295 ..... $12.50

Time for Results: The Governors' 1991 Report on Education
Washington, D.C.: National Governors' Association Center for Policy Research and Analysis, August 1986.

Prepared by: Seven task forces, made up of and chaired by governors, under the leadership of NGA Chairman Lamar Alexander, governor of Tennessee.

Order from: National Governors' Association, Hall of the States, 444 North Capitol Street, Washington, D.C. 20001-1572 ..... $12.95

First Lessons: A Report on Elementary Education in America
Washington, D.C.: U.S. Department of Education, September 1986.

Prepared by: U.S. Secretary of Education William J. Bennett and his 1985 Elementary Study Group.

Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, stock no. 065-000-00259-1 ..... $4.25

College: The Undergraduate Experience in America

New York: Harper and Row, January 1987.

Prepared by: Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching.

Order from: Harper & Row Inc., 2350 Virginia Ave., Hagerstown, Maryland 21740 ..... $19.95

Appendix B
Other Recent Reports

Academy for Educational Development. ***Teacher Development in Schools,*** A Report to the Ford Foundation. New York: AED, September 1985.

This report deals primarily with teachers' professional development on the job, in the context of teaching in the schools. Further discussion focuses on the academic preparation of new teachers, different kinds of strengths among teachers and implications of teacher development in schools for school leaders.

American Association of Colleges for Teacher Education. ***A Call for Change in Teacher Education.*** Washington, D.C.: AACTE, 1985.

The report summarizes the National Commission for Excellence in Teacher Education's year-long project to study teacher education. Based on hearings across the country and 30 commissioned research papers, the commission assessed the state of teacher education and

made 16 recommendations on supply and demand; quality; programs, accountability and resources for teacher education; conditions necessary to support the highest quality teaching.

American Association of Colleges for Teacher Education. Two reports from the National Commission for Excellence in Teacher Education. ***The Dynamics of Change in Teacher Education,*** vol. I; ***Issues in Teacher Education,*** vol. II. Washington, D.C.: ERIC Clearinghouse on Teacher Education, November 1986.

Vol. I — Three themes emerge addressing major problems confronting the teaching profession: teacher autonomy, practical experience and program rigor. Both the problems and resolution are presented under each theme to suggest what must happen in teacher education if enhanced professional status of teachers is to be realized.

Vol. II — The four sections in this volume comprise a collection of articles that provide a framework for reflecting on a wide variety of educational issues. They describe the complexity of teaching and provide a foundation for enhancing understanding of teacher education.

American Association of Colleges for Teacher Education. ***Teacher Education Policy in the States: 50-State Survey of Legislative and Administrative Actions.*** Washington, D.C.: ERIC Clearinghouse on Teacher Education, June 1986.

Teacher Education Policy in the States is an ongoing project, published biannually, which began with a 1984 survey of the states on their initiatives in nine policy issues relating to teacher education.

American Federation of Teachers. ***The Revolution that is Overdue: Looking Toward the Future of Teaching and Learning.*** Washington, D.C.: ERIC Clearinghouse on Teacher Education, May 1986.

Recommendations cover the professionalization of teaching, school structure and governance, public school choice and the role of the union.

Boyer, Ernest L. ***The Early Years.*** New York: Harper & Row Inc., January 1987.

The study will cover primarily ages 4 through 8, visiting 20 public elementary schools across the nation, looking at what takes place in kindergarten through 4th grade. In addition, programs that provide care and education for 3- and 4-year-olds will be examined.

Boyer, Ernest L. ***High School: A Report on Secondary Education in America.*** New York: Harper & Row Inc., 1983.

Boyer evaluates the performance of the American high school as an institution, looking at students, teachers, principals, curriculum and the classroom. He further evaluates the vital role that high schools play in preparing students for college and/or a vocation.

Center for the Study of the Teaching Profession. ***Annual Progress Report.*** Santa Monica, California: Rand Corporation, October 1986.

The ***Annual Progress Report*** is a newly available document that summarizes the scope of ll research efforts currently underway at the center. It focuses on current studies that relate to teacher quality and supply. Further, the report describes future studies to be undertaken.

Coley, Richard and Margaret Thorpe. ***A Look at the MAT Model of Teacher Education and Its Graduates: Lessons for Today.*** Princeton, New Jersey: Educational Testing Service, March 1986.

This research report examines a group of Master of Arts in Teaching (MAT) programs, both historically and currently, in an effort to gain perspective as to effectiveness for use as a future model of teacher education programs. The study examines education policy questions of teacher quality and supply currently being deliberated in Congress.

College Board, The. ***Keeping the Options Open.*** New York: CB, October 1986.

Following a two-year study, the Commission on Precollege Guidance and Counseling of the College Board recommended that the nation's precollege guidance and counseling services be revised extensively and made an equal partner with instruction. The report presents the commission's eight major recommendations for improving the current system of precollege guidance and counseling, along with a rationale for each recommendation and detailed suggestions for its implementation.

Committee for Economic Development. ***Investing in Our Children: Business and the Public Schools.*** New York: CED, 1985.

A special committee concluded that America's "growing inability to compete in world markets" was due largely to an inadequate school system. The report recommends changes at the local school level.

Council for American Private Education. ***Exemplary Schools, 1985: Report of the Exemplary Private School Recognition Project.*** Washington, D.C.: CAPE, 1985.

This report gives an account of the Exemplary Private School Recognition Project that was given national recognition by Secretary of Education William J. Bennett in the 1984–85 Secondary School Recognition Program and Exemplary Private School Recognition Project. Included is a profile of the schools identified for recognition this year and an assessment of the project's worth.

Council of Chief State School Officers Study Commission. ***Education and the Economy.*** Washington, D.C.: CCSSO, November 1986.

The document discusses the need for public schools to develop individuals who can participate successfully in the nation's economy and lists recommendations to various agencies for goal attainment.

Council of Chief State School Officers. 1985 Survey of State Responses to the Recommendations, ***Staffing the Nation's Schools: A National Emergency.*** Washington, D.C.: CCSSO, fall 1986.

The report is the product of a number of study activities that culminates with 36 recommendations for policy action and research. Major policy areas encompassed by the recommendations include: attracting persons to the teaching profession, preparing, licensing and retaining teachers.

Council of Chief State School Officers. 1985 Summer Proceedings Institute, ***Partnership for Excellence,*** School/College Collaboration and Building Integrated Teacher Education Systems Statewide. Washington, D.C.: CCSSO, July 1985.

This is a report of the Mellon Foundation School/College Collaboration Project that involves different kinds of organizations, strategies and modes. The project promotes, with collaboration, breaking through the isolation that many teachers, students and other school personnel experience in school. Project components include curriculum development, staff development and a computerized feedback system to track student achievement, among others.

Duke, Daniel and Richard Stiggins. ***Teacher Evaluation, Five Keys to Growth,*** a joint publication of the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals and the National Education Association. Washington, D.C.: NEA, 1986.

The study examines the factors that must go into achieving an effective evaluation process and offers five "keys" as guidelines in promoting teacher growth and improvement in instructional quality.

Education Commission of the States. ***New Directions for State Teacher Policies.*** Denver, Colorado: ECS, December 1985.

New Directions reports the results of the Teacher Renaissance Initiative extensive study of state teacher policies and programs. Section I describes innovative state programs for recruiting, recognizing, rewarding and renewing educators. Section II charts a comprehensive survey of teacher policies in the 50 states and the District of Columbia.

Educational Development Center Inc. ***Improving our Schools: Thirty-Three Studies that Inform Local Action.*** Newton, Massachusetts: EDC, 1985.

This book is a summary document of 33 recent studies, reporting the conclusions of those studies related to substantial information contained within them and advice for local action.

Feistritzer, Emily C. ***Teacher Crisis: Myth or Reality? A State by State Analysis, 1986.*** Washington, D.C.: National Center for Education Information, 1986.

Based upon data from 50 states, the study contradicts the general impression that there is a teacher supply problem in the United States. The report further discusses the caliber of

people going into the teaching profession, possible reasons for the nonteacher shortage in most areas, the make-up of new teachers today, teacher salaries and certification.

Feistritzer, Emily C. ***Profile of Teachers in the U.S.*** Washington, D.C.: National Center for Education Information, 1986.

This report analyzes the results of a survey of current teachers on such matters as teacher satisfaction, pay, equity, teaching time and political involvement.

Goodlad, John I. ***A Place Called School: Prospects for the Future.*** New York: McGraw Hill, 1984.

Goodlad draws conclusions about educational reform after analyzing data from the most comprehensive study of American schooling ever undertaken. His report is based on seven years of gathering and analyzing data about schools.

Institute for Educational Leadership. ***School Boards: Strengthening Grass Roots Leadership.*** Washington, D.C.: IEL, October 1986.

This national report concludes that local school boards may be in danger of losing control of public schools to legislatures that have been endeavoring nationwide to raise academic standards. It also suggests that local school board members may be using the post as a "stepping stone" to higher political office, seeing themselves not as trustees of a school system but rather a neighborhood or group representative.

Metropolitan Life. ***The Metropolitan Life Surveys of American Teachers.*** New York: Metropolitan Life, 1984–86.

Metropolitan Life has conducted four studies of American teachers. The results are found in four documents entitled: ***The American Teacher*** (1984), ***The American Teacher 1985, The American Teacher 1986: Restructuring the Teaching Profession*** and **Former Teachers in America.**

National Association of Secondary School Principals/National Education Association. ***Ventures in Good Schooling, a Cooperative Model for a Successful Secondary School.*** Reston, Virginia: NASSP, NEA, August 1986.

Ventures suggests a "cooperative school" model to change the style of leadership in high schools to a collegial, professional mode. The model suggests six indicators of secondary school success.

National Commission on the Role and Future of State Colleges and Universities. ***To Secure the Blessings of Liberty.*** Washington, D.C.: American Association of State Colleges and Universities, November 1986.

The 22-member commission headed by former U.S. Education Secretary Terrel H. Bell reported concern for the cutting of aid for college students and cited "storm signals" of a brewing educational crisis.

Powell, Arthur G., Eleanor Farrar and David K. Cohen. ***The Shopping Mall High School: Winners and Losers in the Educational Marketplace.*** Boston, Massachusetts: Houghton Mifflin Co., 1985.

Through a wealth of examples drawn from the large Study of High Schools research project, the authors make some major points about the condition of high schools and the likelihood of change. Educators and society agree very little on educational expectations of students, and as a result students are like shoppers in a mall, they say, free to choose whatever they wish, the shoddy or the substantial education.

Sizer, Theodore R. ***Horace's Compromise.*** Boston, Massachusetts: Houghton Mifflin Co., 1984.

Sizer's recommendations for change come from the grassroots, day-to-day realities of schooling and deal with changing attitudes toward students and teachers.

University Council for Educational Administration. ***Leaders for America's Schools: The Report of the National Commission on Excellence in Educational Administration.*** Tempe, Arizona: UCEA, forthcoming.

The report will contain a vision of school leadership, including the commission's recommendations to state and federal policy makers, public schools and universities for the improvement of schools through better leadership.